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ABSTRACT

Report 2 demonstrates the extreme diversity of the new students who enrolled in the California Community Colleges in the Fall of 1972. One-third of the group graduated from high school that same year, usually from a high school in the college district, but two-thirds were distributed over a wide range of ages, amounts of prior college experience, geographic origins, and courseloads attempted. The diversity in their objectives and programs may be only inferred from the observed diversity in their personal characteristics. Variation in length of attendance and rates of persistence in the Community Colleges will surely be related to this diversity in objectives and programs and, indirectly, to the personal characteristics of the students. The multitude of functions performed by the Community Colleges is also reflected in the diversity of the student body. Full-time programs of occupational education, general education, and transfer courses meet the needs of only a minority of the students now enrolling. Short-term occupational programs and part-time, one-term enrollments in specific skill courses appear to be satisfying the needs of still another large group of students. The other major category of students includes adults of all ages who are pursuing a variety of short-term objectives not necessarily directly related to their employment. (For related document, see JC 740 040). (Author)

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Council Report 73-8
October 1973

2

32,000 Students
in
32 Colleges

THROUGH THE OPEN DOOR:

A Study of Persistence and Performance in California's Community Colleges

Prepared by the staff of the
Coordinating Council for Higher Education

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Fall 1973

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I. INTRODUCTION

A. Background

This is the second report of the study of persistence and performance in California's Community Colleges which the Coordinating Council staff began a year ago at the request of the Legislature. Senate Bill 772, authored by Senator John Harmer and adopted during the 1972 General Legislature, calls for a longitudinal study of Community College students, which is to be reported to the Legislature in January 1976. The scope of the study, which is outlined in SB 772, includes:

(1) Characteristics of students in various types of programs;

(2) Persistence rates by field of study;

(3) Factors associated with attrition;

(4) Employability of students not completing prescribed programs;

(5) Reentry into postsecondary education; and

(6) The more general problem of the need for additional access.

Students entering a sample of 32 Community Colleges in the Fall term 1972 at both the freshman and transfer levels constitute the pool from which samples have been drawn for intensive study through the Fall term 1975. A series of relatively brief reports on particular aspects of the inquiry is planned for the next two years, together with annual progress reports and a final report to the Legislature. Report 1 was included in the Coordinating Council agenda for June 1973.

B. Purpose of Report 2

Report 2, 32,000 Students in 32 Colleges, summarizes the characteristics of the sample of students selected for study during the next several years. Random sampling techniques were used by the colleges to draw samples of a specified size from the pool of students who enrolled for credit for the first time on the particular campus in Fall 1972. The pool included both first-time and transfer students, with no restrictions with respect to age or units attempted. However, students who were enrolled for no units on the census date, in the fourth week of the term, were excluded from the samples. Students enrolled solely in adult classes for which they did not seek credit were also excluded from the sampling, because of the paucity of information about these students in the college records.

The student characteristics which are analyzed in Report 2 are for the most part the data elements which were found to be common to most colleges and available in their computers for individual students. The number of elements meeting these criteria is small. However, the colleges in the sample collect very little information about their students which is not included in the basic data elements. While additional information about family backgrounds

and employment would be very useful in studying persistence, making contact with the 35,000 students in the sample in order to request such information was impractical. College and Council staffs agreed to limit the request for information about students to those data already collected by the colleges for their own purposes.

A few categories of information have been reserved for subsequent reports. Information about the kind of programs in which the students first enrolled will be presented in a separate report because of its importance and the intricacy of the analysis to be performed. Actual enrollments in courses will be compared with declaration of major and intent to pursue degrees and/or transfer objectives, in relation to programs prescribed in college catalogs. The second major category of student information not included in Report 2 is in the awarding of student financial aid, including veterans and social security benefits. These data will be presented in a subsequent report, in connection with analyses of persistence.

The purpose of the second report is to describe students in the statewide sample in terms of their educational origins--the high school from which they graduated or the college from which they transferred; the recency of their high school experience or, in the case of transfer students, their age; the unit load they attempted during their first term as it relates to age or recency of high school graduation; enrollment in day vs. evening courses, related to unit loads attempted; marital status in relation to other descriptions; and racial-ethnic backgrounds. The sex of the students is still another variable included in the several analyses.

In describing the Community College students, an attempt has been made to create a kind of profile of the California Community College student body with respect to these characteristics; to identify what might be called the typical student, where he or she emerges clearly from the data; and to call attention to significant variance among the colleges in the sample. In a way, the pooling of data for 35,000 students in 32 colleges conceals the marked differences among the colleges in the clienteles which they serve. Still, there are certain trends and tendencies which emerge only when the data are pooled. It has been said that Community Colleges are best characterized by their diversity and the heterogeniety of their student bodies. Report 2 tends to support this contention, while looking for communalities among the student bodies.

Comparisons between data in Report 1 for the total student bodies in the participating colleges and in Report 2 for the sample of students to be used in the balance of this study have not been made in this report. The reason for this is that there are differences in the definitions of "credit" student in the two reports which make comparisons unproductive. The problem resides with students in ungraded adult classes who are requesting credit and therefore are included in the sampling of the present study, but are excluded from state reports relating to graded enrollment.

C. Organization of the Report

A format is used which is similar to that adopted for use in Report 1. Discussion has been organized around a series of tables presenting the results of tabulations of the major data elements. As in the first report, several questions are posed which guided the organization of each table, followed by answers to the questions, comments on limitations of the data available for analysis, and interpretations of the findings.

In most instances a pair of tables is presented for each major analysis. The first contains summary data for the combined samples of students from colleges which were able to supply the particular data or elements. In the second table selected data are exhibited for the individual colleges, to illustrate the diversity which characterizes the California Community Colleges. The identity of the individual colleges has been protected in the second set of tables, although the data should in no way embarrass any college. Exact sample sizes have been concealed in order to make identification impossible, while still suggesting caution in generalizing from findings for colleges with comparatively small enrollments.

Appendix A displays the roster of participating colleges, together with the size of the sample of first-time and transfer students. The availability of data for inclusion in each table is also shown. In some cases, data elements are simply not available from particular colleges and have been excluded from any analysis involving the institution.

II. DISCUSSION OF TABLES

TABLE 1. Location of High Schools Attended by First-Time Students Including High School Graduates, Dropouts, and Students Still in High School

Overview

The age and educational origins of first-time freshmen in the Community Colleges are the subject of analysis in Table 1. High school students enrolled in college courses and high school dropouts enrolled as freshmen are also treated in the analysis. Attention is called to differences among the colleges in the types of high schools from which their students flowed.

Questions and Answers for Table 1

1a. Are local high schools the major suppliers of first-time freshmen in Community Colleges, as opposed to high schools located in other parts of California or in other states?

Answer: Local high schools are the principal suppliers of first-time freshmen in Community Colleges, although not the sole source of new freshmen. As might be expected, local high schools were the source of 84 percent of the freshmen who graduated from high school and entered college in 1972, with an additional 13 percent coming from other California high schools and only 3 percent from other states or foreign countries.

However, 1972 high school graduates constituted less than 60 percent of the total group of first-time students in the Community Colleges last fall. An analysis of the origins of the total group shows that only 62 percent attended local high schools, with about equal numbers from out-of-state schools and other California high schools.

We conclude that the group of new students that moves directly from high school to college is fairly homogeneous with respect to their high school origins, but that students who delay college attendance for at least one year represent considerable diversity with respect to their secondary school backgrounds.

1b. What is the relationship between age (or year of high school graduation) and the probability of having graduated from a local high school?

Answer: Age is highly correlated with the location of the high school from which the student graduated, if he attends a Community College. More than half the new Community College students over 30 years of age graduated from high schools in other states, while only 14 percent were graduated from local high schools. In fact, the only group which is predominantly a product of local high schools entered college directly after high school graduation in 1972. A delay of as little as one year in enrolling in college appears to increase the probability that a student will attend a college in a district other than the one in which his high school is located.

It is of some interest to note the abrupt drop in numbers of high school graduates who enter Community Colleges only one or two years after high school graduation, compared with the numbers who enroll without a break in attendance. Almost half the first-time freshmen were 1972 high school graduates, but the remaining half (including nongraduates) distributed themselves over a wide age range. (See Table 5 for additional information about ages.)

1c. What is the incidence of admission of high school dropouts to Community Colleges, from both local and other high schools?

Answer: About 10 percent of the first-time freshmen in the sample of Community College students were high school dropouts at least 18 years of age. Fewer than half of the dropouts (40 percent) had attended high schools in the Community College district, with somewhat more dropouts from high schools in other states than from other California schools. The finding is not surprising since new students of all ages, enrolled for a variety of programs and purposes, are included in the tabulation of high school dropouts among the new students in Community Colleges.

Large differences may be found among the colleges with respect to the percentage of first-time freshmen who had not graduated from high school before enrolling in college. The range is from less than one percent to 35 percent of all first-time freshmen, with a median percentage of 9.5 for all colleges. High school dropouts constituted more than 20 percent of the first-time freshmen at three colleges in the sample, two of which are large urban institutions with sizeable enrollments of minority students. In fact, there appears to be a positive correlation between size of college and percentage enrollment of high school dropouts, in spite of the availability of other options for continuing education in the urban areas in which these colleges are located.

1d. Are significant numbers of high school students enrolled in Community College courses while still attending high school?

Answer: Three percent of the first-time freshmen in the Fall 1972 term were students still attending high school but enrolled in one or more Community College courses for credit. Most of the high school students attended schools in the Community College district but a few colleges enrolled students from other high schools within commuting distance of the campus.

Four colleges with large enrollments of high school students are primarily responsible for the statewide statistic of three percent. The median percentage for the sample of colleges included in the analysis is 1.9. At three-fourths of the colleges, high school students constituted no more than five percent of the new enrollments. In any case, high school students are now a significant Community College clientele in many districts, with some students enrolled in college courses during both the junior and senior years in high school.

1e. Do the high school origins of women differ from those of men among the first-time freshmen in Community Colleges? Are there age differences in the enrollment patterns?

Answer: The high school origins of men and women in the samples of first-time students entering Community Colleges in Fall 1972 do not differ markedly. Differences for the combined age groups are not significant, nor are differences among students who graduated from high school in 1972. However, among students who delayed college attendance one or two years, a higher percentage of women than men graduated from California high schools outside the Community College district (26% vs. 19% for the 1971 graduates, and 35% vs. 26% for the 1970 graduates). It is possible that more women than men moved to urban areas after high school graduation to obtain employment and then attend college. However, the percentages of men who graduated from high schools in other states in 1970 or earlier is somewhat higher than that found for women. It is also possible that more young men than women move across the country as a result of service commitments. The opposite was found for high school dropouts. The percentage of women from out-of-state high schools is higher than that found for men (30% vs. 24%), while equal percentages attended local high schools. Ages of men and women were quite similar, with a slightly higher percentage of women over 30.

1f. What is the nature and extent of variation among the Community Colleges in the sample with respect to the origins of first-time freshmen?

Answer: There is a considerable amount of variance among the Community Colleges with respect to the age and origins of first-time students who are high school graduates. The statewide percentage of first-time freshmen who graduated from high school in 1972 is 57. However, the range in percentages among the colleges studied is from 23 to 84. No simple explanation can be offered for the observed differences in percentages. Location of the college in an urban vs. non-urban area, the nature of its adult education offerings, size of the college, and percentage enrollment of non-graduates are several factors which appear to contribute to the variance. We may conclude that the colleges differ significantly in the extent to which they attract and then enroll older high school graduates who have not been enrolled in any college prior to 1972. Availability of other options for post-secondary education in the local community, e.g., a State University campus, does not appear to influence the percentage of new Community College students who are prior year high school graduates.

The colleges also differ widely with respect to the extent to which they enroll "natives" of all ages, i.e., residents who graduated from local high schools, compared with students who moved into the district subsequent to high school graduation. The variance is largest for both 1972 graduates and all first-time students in the Community Colleges. Location of the college district appears to be a major source of variance, together with stability of the local population. For example, there is considerable mobility in and out

of the San Francisco and Los Angeles metropolitan areas, compared with less urbanized parts of the state. College opportunities in the latter areas may be less familiar to potential students from other parts of the country and to residents who are recent arrivals. At one extreme are three colleges with more than 90 percent of their 18 year old freshmen, and more than three-fourths of total new student body from local high schools. At the other extreme, more than half the new students at four colleges had graduated from high schools outside the Community College district.

The finding of differences among the colleges with respect to the origins of their first-time students is not surprising since they serve vastly different types of communities. Such differences are indicative, in our opinion, of a responsiveness to many of the differing needs of local residents.

Limitations of the Data

The term "local" is used to refer to high schools located in a particular Community College district. Districts vary widely with respect to the size of the territory included and thus to the accessibility of the campus(es) to all residents. Thus some high schools referred to as local may be beyond reasonable commuting distance of the colleges. This is particularly true of multicollege districts.

The term "first-time" refers to students of widely varying ages and objectives who presumably have never attended a collegiate institution before the Fall 1972 term. Many do not intend to pursue degree programs. At this time many colleges do not attempt to distinguish between students with bonafide degree and/or transfer intentions, and those who enroll with an expectation of achieving their objectives in a one-semester course (or with other short-term objectives).

Comments on the Findings

The typical first-time student at most Community Colleges was graduated from a local high school in the same year in which he entered college. While recent graduates of local high schools constitute the largest subgroup of new students, the older graduates of non-district high schools are sufficiently numerous to pose challenges and problems for Community College planners. New students from other states may have had a high school experience which is different from that of California graduates, particularly if they have attended predominantly black high schools. Little can be assumed about the nature or quality of their high school experience as a basis for educational and career counseling. While Community College student bodies are generally recognized as being more heterogeneous than those in four-year institutions, the assumption is often made, erroneously, that they have had a common educational experience in local high schools. While articulation with the many schools from which new students have graduated is not feasible, recognition of the diversity of their preparation is a step toward better articulation.

Graduation from a high school located elsewhere than the Community College district is not synonomous with non-residence. We may assume that a majority

of such students are adults who have established a permanent, or at least legal residence in the district where they are attending college. Also with the lowering of the age of majority to 18, younger adults are expected to establish legal residence in the district where the college of their choice is located. Community Colleges will shortly be faced with difficult policy options in the area of student financial aid, as increasing numbers of young adults establish their own residence for purposes of attending college, some without adequate financial resources to do so. There is little question about the desirability of having Community Colleges establish a braod spectrum of educational programs for adults with no prior college experience who are both native and migrants to the area served by the particular college.

Significant numbers of students who did not complete high school are now enrolling in regular Community College programs, as well as students who are not yet graduated from high school. Enrollments of both types of student are expected to increase during the remainder of the decade, at a time when increases in the rates of enrollment of regular students may be declining. Legislation in 1971 made it possible for students to drop out of high school as early as age 16 under certain conditions, and to pursue a kind of continuing education in a Community College occupational program. Increases in high school student enrollments may be expected in Community Colleges as part of a broader effort to permit acceleration in both associate and baccalaureate degree programs, and to increase options available to students pursuing post-secondary education. Earning college credits before high school graduation constitutes one option which Community Colleges might encourage more students to take advantage of, as a means of accelerating their college work.

At the other extreme of age, there is increasing interest in Community College programs for the older adults who need retraining for new occupations and for those who retire early from their jobs. It is quite possible that the distribution of ages for new Community College students will soon shift still further in the direction of increased percentages of students in the older range.

Table 1A

Location of High Schools Attended by First-Time Students
Including High School Graduates, Dropouts, and
Students Still in High School

Year of High School Graduation or Other Status	Approximate Age	Total First-Time Students		Location of High School			
		N	%	In District	In State*	Total California**	Out of State**
1972	18	11,753	57%	84%	13%	97%	3%
1971	19	1,335	7	60	23	84	16
1970	20	1,060	5	63	21	84	16
1965-69	21-25	2,749	13	36	27	65	35
1960-64	26-30	1,326	6	23	28	54	46
Before 1960	Over 30	2,538	12	14	25	40	60
Sub-Total	--	20,761	100	63	18	82	18
High School Dropouts	--	2,520	10	40	26	68	32
Still in High School	16-17	779	3	95	5	100	0
Total	--	24,060	--	62	18	81	19

* "In State" percentages do not include students in the "In District" category.

** Students at Los Angeles City and Trade-Technical Colleges are included in the "Total California" and "Out of State" percentages only, because of insufficient information about the location of high school.

Table 1B

Location of High Schools Attended by First-Time Students: Summary Percentages by College for 1972 High School Graduates and for All First-Time Students

Enrollment Type*	College Number	Type of Student	Percent of Total	Location of High School		
				In College District	In State	Out of State
A	1	1972	67%	83%	16%	1%
		All	100	65	22	13
	2	1972	56	90	8	2
		All	100	64	12	24
	3	1972	68	78	19	3
		All	100	61	26	13
	4	1972	68	92	6	2
		All	100	77	11	12
	5	1972	56	89	9	2
		All	100	67	16	17
	6	1972	59	92	6	2
		All	100	72	15	13
	7	1972	58	86	13	1
		All	100	60	24	16
B	8	1972	54	90	5	5
		All	100	57	17	26
	9	1972	34	79	14	7
		All	100	45	22	33
	10	1972	46	59	37	4
		All	100	38	39	23
	11	1972	69	93	6	1
		All	100	78	11	11
	12	1972	35	84	10	6
		All	100	56	12	32
	13	1972	47	91	7	2
		All	100	67	15	18

Table 1B (Continued)

Enrollment Type*	College Number	Type of Student	Percent of Total	Location of High School		
				In College District	In State	Out of State
B	14	1972	62%	76%	22%	2%
		All	100	59	22	19
	15	1972	54	70	27	3
		All	100	45	35	20
	16	1972	38	68	23	9
		All	100	51	28	21
	17	1972	67	94	5	1
		All	100	82	10	8
	18	1972	57	89	5	6
		All	100	60	11	29
	19	1972	62	86	10	4
		All	100	68	11	21
C	20	1972	57	91	6	3
		All	100	75	16	9
	21	1972	84	71	11	18
		All	100	67	15	18
	22	1972	63	88	10	2
		All	100	67	20	13
	23	1972	66	84	10	6
		All	100	65	19	16
	24	1972	61	69	29	2
		All	100	49	34	17
	25	1972	78	74	24	2
		All	100	68	25	7
	26	1972	49	88	10	2
		All	100	60	23	17
	27	1972	57	73	25	2
		All	100	54	34	12

Table 1B (Continued)

Enrollment Type*	College Number	Type of Student	Percent of Total	Location of High School		
				In College District	In State	Out of State
C	28	1972	55%	92%	8%	0%
		All	100	63	17	20
	29	1972	63	75	22	3
		All	100	62	30	8
Total		1972	57	84	13	3
		All	100	62	18	19

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

TABLE 2. Types of Colleges Last Attended by New Transfer Students, by Age

Overview

The second table displays the types of collegiate institutions from which transfer students to the Community Colleges flowed. The age and sex of the students is related to their institutional origins. Differences among the colleges are examined.

Questions and Answers for Table 2

2a. What is the magnitude of the flow of transfer students into Community Colleges from other collegiate institutions, compared with the enrollment of first-time freshmen? Is it significant for planning purposes?

Answer: There were 2.6 first-time freshmen for each new transfer student enrolling in the Community Colleges for the Fall 1972 term. Many of the so-called transfers had earned no significant amount of credit before transfer and should be considered first-time freshmen for purposes of educational planning. Others had earned associate or higher degrees before enrolling in the Community Colleges being studied and expressed widely varying objectives. In any case, the magnitude and diversity of the transfer student population appears to be sufficiently larger to warrant special attention in both planning and guidance and orientation activities.

2b. Do transfer students appear to flow predominantly from any one type of institution? Is the flow similar for different ranges of age?

Answer: Nearly half the transfer students (47 percent) were enrolled at another Community College before transferring to a college participating in the study. Some are simply students who transfer between campuses in a multicollege district. The second largest group of transfer students (26 percent) originated in colleges and universities in other states. Many are local high school graduates who enroll as freshmen in colleges and universities in nearby states. They transfer to Community Colleges in their home communities after experiencing problems ranging from homesickness to lack of financial resources. However, the largest number of so-called transfer students from out of state are adults beyond normal college-going age who have had some prior college experience and who may be pursuing some short-term, adult education activity in Community Colleges. In other words, they are not transfer students in the sense that they are seeking credit for previous work accomplished, in satisfaction of degree or other requirements. Instead, they are simply part-time students who happen to have attended another collegiate institution sometime in the past.

Significant numbers of new students in all age ranges over 18 years have had prior college experience. In each age range the largest percentage last attended a Community College. However, the percentage decreases significantly with age, from 62 percent for 18 year olds to 37 percent for students 30 years and older. In each age range, the second largest group attended a college or university

in another state at some point in time before enrolling in the Community Colleges. Again, the percentage varied with age, from 14 percent for the 18 year olds to 32 percent for students at least 35 years old when they enrolled in the Community College.

Percentages of students who reported attendance at other types of institutions varied much less as a function of age. The California State University and Colleges accounted for the largest number of what are sometimes called reverse transfer students (12 percent), followed by private institutions in California (7 percent), and the University of California (6 percent). Only two percent of the new Community College transfer students had attended colleges in other countries.

2c. To what extent do transfer students resemble first-time freshmen?

Answer: As might be expected, transfer students are older, on the average, than first-time freshmen in Community Colleges. However, the difference in ages cannot be explained in terms of the transfer students having of necessity started college before the freshmen who graduated from high school in 1972. Instead, as the age of new students increases from 18 to 21 and above, the probability increases that they have had some prior experience. Among the new student population over 21 years of age, more have had some prior college than are enrolling with no prior college experience.

2d. Are there sex differences to transfer patterns which appear to be significant in Community College planning?

Answer: The types of institutions from which students transferred differed somewhat for men and women. Differences are more marked in certain ranges of ages than in the total group, except for the higher percentage of men who transferred from another Community College. The incidence of men between the ages of 21 and 30 who reported that they had previously attended another Community College was significantly higher than that of women, as was also true of the groups at least 35 years of age. Women between the ages of 21 and 35, on the other hand, accounted for a higher incidence of transfer from out-of-state institutions than men in these same age categories. Women over 35 reported a higher rate of transfer than men from the California State University and the University of California.

Implications for planning may be drawn from the finding of differences in the institutional origins of men and women transfer students, when students under 21 years are excluded on the grounds of no differences. Men in their twenties who attended other Community Colleges may well be looking for career counseling and instruction to help them move ahead in employment. It is possible that women transfers from senior institutions are interested in other objectives.

2e. What is the nature and magnitude of differences among the colleges in the enrollment of new transfer students?

Answer: There are significant differences among the colleges in the ratio of first-time freshmen to new transfer students. Statewide,

the ratio was found to be 2.6 freshmen for each transfer student. However, the extremes among the colleges are nearly equal ratios of new freshmen to transfers obtained for three colleges (1.1 freshmen for each transfer), and 15.4, the latter for the smallest college in the sample. The ratios are positively correlated with the percentages of new freshmen originating in local high schools, as opposed to those coming from high schools in other parts of California and in other states. In other words, colleges with a high proportion of transfers among the new students enrolling in 1972 also tended to attract large numbers of new freshmen from high schools outside their district boundaries. At the same time, colleges which admitted few freshmen from high schools outside their districts also tended to attract relatively few transfer students, compared with new freshmen.

Significant differences were also found among the Community Colleges in the sample with respect to their major sources of transfer students. The largest differences among the colleges were obtained in the percentages transferring from other Community Colleges and from out-of-state institutions. The statewide percentage representing transfers between Community Colleges is 47. The range in percentages for the individual colleges in the sample is from 33 to 63, however. Intradistrict transfers account for a small amount of the movement between Community Colleges. However, colleges in multicampus districts are among those with both the highest and lowest percentages of transfers between Community Colleges. The variance in the percentages cannot be attributed to any single factor. Instead, it appears to be a product of several factors which include location with respect to other types of collegiate institutions, size, and volume of transfer students into the college.

The statewide percentage of transfer students into the Community Colleges from out-of-state institutions is 26, with a range from 12 to 42 percent for the colleges in the sample. The smallest percentages were found for the relatively small Community Colleges, while the colleges with the largest percentages might well be characterized in terms of their location in rather cosmopolitan communities with considerable in- and out-migration. Two types of students probably account for most of the transfers from out-of-state institutions. The first is the graduate of a local high school who enrolls as a freshman in an out-of-state college and then transfers to the Community College nearest home after encountering financial, academic, and/or personal problems of adjustment at the out-of-state institution. The second major type is the adult resident who moved into the Community College district sometime subsequent to having attended college in another state. Some have completed associate or advanced degrees and are interested in some type of adult education. Others experienced some interruption in their lower division attendance and now intend to resume their formal education.

Comparatively few students transfer to Community Colleges from the University of California and from private institutions in California. In the case of the former, the largest percentages were found for Community Colleges located near university campuses. The statewide

percentage of transfers from the State University system is 12, with a range from 4 to 26 percent. Colleges with the largest percentage are located in areas where State University campuses are located. However, there is no simple way to characterize the Community Colleges to which comparatively small percentages of State University students transfer.

Limitations of the Data

The designation of a new student as a transfer implies simply that he has been enrolled in another collegiate institution at some point in time. He may have withdrawn without earning credit and thus enters the Community College as a first semester freshman, although not a first-time student. At the other extreme, he may possess a college degree and have no interest in receiving transfer credit for work accomplished earlier. At this stage of the analysis it is not possible to distinguish between the bonafide transfer student who is continuing in a program started at another institution (or starting a new program at the Community College) and the student whose prior college attendance has no relevance to the short-term objectives he is pursuing at the Community College. Subsequent analyses of the data will involve an attempt to make such distinction, based on the programs attempted and completed by transfer students in the 1972 sample.

Comments on the Findings

Students with prior attendance at other collegiate institutions constitute a significant sub-group of new students at the Community Colleges, in terms of both sheer numbers and the need for special attention in planning endeavors. Very little is known about the performance of transfer students in Community Colleges, particularly those who experienced academic difficulty in the prior institution. The salvaging of such students is a recognized function of the Community Colleges but little information is available to show whether such students are counseled intc two-year occupational programs or whether they continue in programs leading to the baccalaureate degree. It seems inevitable that the volume of transfer students among all types of institutions will increase in the next decade, in part as a direct result of the expanded options which are being planned for students and in part as an indirect result of increased student financial aid which should become available to students under the federal Basic Educational Opportunity Grant program.

Articulation agreements are made for the most part for students transferring from Community Colleges into public colleges and universities which grant the baccalaureate degree. Little is known about the acceptability of course credit earned in senior institutions by students pursuing associate degree objectives. We may assume that Community Colleges are generally willing to award credit for courses taken in other Community Colleges but there is little documentation of the use which is made of such credits in satisfying degree or certificate requirements.

A study of the persistence and performance of students who transfer into Community Colleges is more difficult to perform than a study of first-time students because of the greater complexity of their educational backgrounds and objectives. Community Colleges are surely performing a useful function

in assisting local high school graduates who leave their community to enroll in college as freshmen and then return to the community to continue their education at the local college. The volume of such students has not been ascertained in the current analysis. In subsequent analyses an attempt will be made to distinguish among different types of transfer students in terms of their objectives and programs attempted.

Table 2A

Types of Colleges Last Attended By New Transfer Students by Age (In Percents)

Age At Admission	New Transfer Students		Type of Institution Last Attended					
	N	%	California Community College	California State University	University of California	California Private Institution	Out-of-State Institution	Foreign Institution
18 & Under	272	3%	62%	10%	4%	8%	14%	2%
19-21	1,935	21	56	11	5	8	19	1
22-24	1,853	20	49	12	6	6	26	1
25-29	2,083	23	45	13	6	5	28	3
30-34	1,144	12	45	12	6	7	26	4
35 & Over	1,984	21	37	11	9	8	32	3
Total	9,271	--	4,357	1,076	585	635	2,396	223
%	--	100%	47%	12%	6%	7%	26%	2%

Table 2B

Types of Colleges Last Attended by New Transfer Students:
Summary Percentages by College

Enrollment Type*	College Number	Type of Institution Last Attended					
		California Community College	California State University	University of California	California Private Institution	Out-of-State Institution	Foreign Institution
A	1	41%	11%	7%	12%	27%	2%
	2	41	10	7	14	23	5
	3	39	11	9	8	32	1
	4	51	14	6	5	22	2
	5	33	4	10	7	42	4
	6	48	15	5	3	28	1
	7	41	21	4	8	24	2
B	8	47	6	14	5	27	1
	9	48	10	11	3	25	3
	10	60	10	4	5	19	2
	11	51	20	2	5	21	1
	12	44	11	4	6	35	0
	13	41	11	7	12	27	2
	14	53	18	3	3	22	1

Table 2B (Continued)

Enrollment Type*	College Number	Type of Institution Last Attended					
		California Community College	California State University	University of California	California Private Institution	Out-of-State Institution	Foreign Institution
B	15	59%	10%	4%	5%	20%	2%
	16	43	9	5	12	28	3
	17	39	12	5	16	27	1
	18	42	7	6	7	36	2
C	19	63	6	4	9	17	1
	20	80	0	0	7	13	0
	21	46	6	12	6	29	1
	22	47	13	6	10	18	6
	23	57	12	4	7	20	0
	24	47	6	10	10	26	1
	25	50	12	9	8	21	0
	26	57	26	2	1	12	2
Total	--	47	12	6	7	26	2

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

TABLE 3. Percentage Distribution of Units Attempted by First-Time Students in the Fall 1972 Term, by Year of Graduation From High School and for High School Dropouts and for Students Still Attending High School

Overview

The courseloads attempted by first-time freshmen in the Community Colleges are the subject of analysis in Table 3. The relationship between recency of graduation from high school and number of units attempted is explored. An attempt is made to describe a typical first-time freshman.

Questions and Answers for Table 3

3a. What percentage of first-time freshmen are enrolled in full-time programs during their first term at the Community College?

Answer: Somewhat less than half the first-time freshmen (44%) were enrolled in full-time programs at the time of the Fall 1972 census date, i.e., during the fourth week of the term. Thirty-eight percent were enrolled as part-time students taking six units or less. The remaining 18 percent were enrolled for less than full loads but in at least three courses in most instances. Since educational objectives are only partially reflected in courseloads, it cannot be said that significant numbers of students are (or are not) making normal progress toward the achievement of particular objectives. Furthermore, first-time students may have been counseled to enroll for relatively light loads during their first term, in order to have time to get oriented to college level work.

3b. What is the relationship between age (or date of graduation from high school) and unit load attempted during the Fall 1972 term? Is the percentage of full-time students who graduated from high school and enrolled in college in 1972 significantly higher than that obtained for less recent graduates?

Answer: There is a high correlation between date of high school graduation and unit load attempted during the first term. Among freshmen who graduated from high school in 1972, 66 percent were enrolled for at least 12 units on the census date. At the other extreme, 56 percent of the first-time students over 30 years of age were enrolled in only one course, and only 12 percent were enrolled full time. Only among the 1972 graduates is there a majority enrolled full time. Among those who delayed college entry for one or two years, less than 40 percent were enrolled full time and significant numbers were enrolled for only one course. However, few students among the 1972 high school graduates were enrolled for only one or two courses.

The data seem to suggest a significant trend toward lighter courseloads as the number of years between high school graduation and college attendance increases. The finding is significant for planners attempting to predict enrollments, particularly at colleges where the average age of students is increasing.

3c. Are the courseloads attempted by high school dropouts who were first-time college students in Fall 1972 similar to those of recent high school graduates?

Answer: First-time freshmen admitted as high school dropouts tend to enroll for less than full courseloads. In fact, the largest group of dropouts (36 percent) enrolled for only one course, and only 26 percent enrolled full time. The courseloads attempted by high school dropouts were then compared for different age groups. While younger dropouts tended to enroll for more units than older dropouts, comparatively few young students enrolled full time. It is possible that their counselors discouraged them from attempting full loads during their first term in college.

3d. What percentage of high school students enroll for more than one course per term?

Answer: Nearly 40 percent of the high school students enrolled in Community Colleges were registering in more than one course on the census date. A few students were reported in full-time programs but most were enrolled in only two or three courses during the Fall 1972 term. However, at this rate of enrollment it appears possible that high school students might be able to achieve as much as a full year of college work before graduating from high school.

3e. How may the typical first-time freshman in Community Colleges be characterized? What proportion of the first-time freshmen fits this characterization?

Answer: The typical first-time freshman in Community Colleges graduated from high school in 1972 and enrolled for at least 12 units for the first term. However, the typical freshman represents scarcely one-third of the total group enrolled in this status in Fall 1972. The remaining two-thirds of the first-time students distributed themselves over the full ranges of ages and units, with no more than six percent in any age-by-units category.

3f. Are there differences in the enrollment patterns of men and women which are significant for Community College planners?

Answer: Men constituted 52 percent of the students in the first-time freshman category; women, 48 percent. They do not differ significantly with respect to the year in which they graduated from high school. However, men comprise 57 percent of the high school dropouts enrolling as freshmen in the Fall 1972 term. The unit loads attempted by men and women among the 1972 high school graduates are very similar. However, among those who delay college attendance at least one year, women in all age categories are enrolled for lighter loads than men. The difference between the sexes is greatest in the group between the ages of 21 and 25, where a substantial percentage of the men are enrolled full time (39%), but only 18 percent of the women. In this same age category, 43 percent of the women are enrolled for only one course, compared with 23 percent of the men.

3g. How large is the variance among the colleges in unit loads attempted by first-time students in the Fall 1972 term?

Answer: The samples of first-time students in the participating colleges varied widely with respect to the distribution of units attempted during the Fall 1972 term. The greatest ranges were found for students taking only one course and those enrolled for full courseloads. With a statewide average of 23 percent enrolled for no more than 3 units, the range among the colleges studied was from 4 to 64 percent. The latter percentage is considerably higher than those obtained for the other colleges and probably reflects its larger enrollment of adults beyond what is regarded as normal college age, most of whom were enrolled for only one course. At the lower extreme, the samples at several colleges included comparatively few students enrolled for only one course. One explanation for the variation may be found in the differing nature of the adult education programs in the colleges, in that several colleges with small percentages of students enrolling for no more than three units offer substantial noncredit programs for adults.

The three colleges with the highest percentage enrollment of first-time students for no more than three units also exhibited the lowest percentages of enrollment for 12 or more units. This relationship was found for the combined student groups of all ages and in most cases for the 1972 high school graduates as well. However, the colleges with the smallest percentages of students taking very limited loads were not necessarily the same colleges with the largest percentages of full-time students. Their ranking appears to be a function of the size and courseload carried by the most recent high school graduates, with more than 80 percent of the latter group enrolled fulltime at the five colleges with the largest overall percentages of full-time students.

The finding of large variance with respect to the courseloads of students in the several colleges simply confirms the individuality of the California Community Colleges with respect to their student bodies and the nature of the programs they offer.

Limitations of the Data

Student weekly contact hours is a more meaningful measure of workload than units attempted in some fields of study, particularly in occupational education. However, credit hours is a more commonly used measure in higher education and is more useful in assessing progress toward certificate, degree, and transfer objectives.

Colleges were asked to report the unit loads being attempted on the Fall census date. Census date data are used in describing student programs in this report since they are related to the amount of A.D.A. reimbursement which the colleges receive from the State. The difference between units attempted and completed will be treated in a subsequent report.

Comments on the Findings

The very sizeable proportions of students enrolled for only one or two courses in the Community Colleges reflect the variety of objectives and goals which the students bring to their studies. The large percentage of recent high school graduates who are enrolling at many colleges for only one or two courses is significant for planners and counselors who are accustomed to working with full-time students following prescribed courses of study. The next report of the study will focus on the kinds of programs pursued by students in their first year, in relation to their stated objectives and unit loads.

Fewer than half of the first-time students were enrolled last fall for unit loads which would qualify them for an associate degree and/or transfer at the upper division level after four semesters. Not known at the present time is the volume of students pursuing such objectives while carrying limited course loads, nor the numbers of students with other, still undefined objectives. In any case, persistence through the first year and into the second is undoubtedly related to an extent to the unit loads attempted, which appears to be an index of student intentions and programs. In the next report, an attempt will be made to describe the apparent objectives of adult students enrolled for part-time loads, using the several roles which adults play as a model.

Table 3A

Percentage Distribution of Units Attempted by First-Time Students in the Fall 1972 Term, by Year of Graduation From High School and for High School Dropouts and For Students Still Attending High School (In Percents)

Year of High School Graduation or Other Status	Approximate Age	First-Time Students		Units Attempted*			
		N	%	0 - 3	4 - 6	7 - 11	12 or more
1972	18	11,462	49%	7%	7%	20%	66%
1971	19	1,297	5	22	18	23	37
1970	20	730	3	29	22	18	31
1965-69	21-25	2,718	12	30	23	16	31
1960-64	26-30	1,312	6	39	27	15	19
Before 1960	Over 30	2,545	11	56	21	11	12
High School Dropouts	--	2,580	11	36	20	18	26
Still in High School	16-17	788	3	61	27	10	2
Total	--	23,432	100	23	15	18	44

* Semester or quarter units for which students were enrolled on the Fall census date have been used in the tabulation.

Table 3B

Percentage Distribution of Units Attempted by First-Time Students: Percentage Summary by College, for 1972 High School Graduates and All First-Time Students

Enrollment Type*	College Number	Type of Student	Units Attempted			
			0 - 3	4 - 6	7 - 11	12 or More
A	1	1972	10%	8%	20%	62%
		All	25	14	17	44
	2	1972	4	2	12	82
		All	16	16	12	56
	3	1972	4	7	16	73
		All	19	14	16	51
	4	1972	6	7	23	64
		All	19	13	18	50
	5	1972	5	6	23	66
		All	16	14	20	50
	6	1972	7	7	25	61
		All	19	15	21	45
	7	1972	10	12	27	51
		All	23	19	22	36
	8	1972	3	6	20	71
		All	22	16	20	42
B	9	1972	5	3	27	65
		All	25	6	22	47
	10	1972	7	15	20	58
		All	25	17	20	38
	11	1972	41	9	22	28
		All	64	14	10	12
	12	1972	4	9	17	70
		All	15	18	18	49
	13	1972	5	18	21	56
		All	16	33	21	30
	14	1972	7	12	25	56
		All	32	20	20	28

Table 3B (Continued)

Enrollment Type*	College Number	Type of Student	Units Attempted			
			0 - 3	4 - 6	7 - 11	12 or More
B	15	1972	5%	10%	27%	58%
		All	15	17	23	45
	16	1972	3	7	12	78
		All	17	17	14	52
	17	1972	16	2	20	62
		All	49	4	17	30
	18	1972	12	5	13	70
		All	31	10	12	47
	19	1972	5	7	20	68
		All	22	16	19	43
	20	1972	4	4	22	70
		All	21	12	23	44
C	21	1972	5	4	13	78
		All	25	11	14	50
	22	1972	1	1	5	93
		All	7	4	10	79
	23	1972	4	4	9	83
		All	17	9	11	63
	24	1972	2	1	13	84
		All	13	4	15	68
	25	1972	8	10	35	47
		All	23	18	27	32
	26	1972	3	2	6	89
		All	4	4	9	83
	27	1972	7	12	13	68
		All	28	15	12	45
	28	1972	6	11	13	70
		All	20	17	14	49

Table 3B (Continued)

Enrollment Type*	College Number	Type of Student	Units Attempted			
			0 - 3	4 - 6	7 - 11	12 or More
C	29	1972	6%	11%	17%	66%
		All	30	16	16	38
	30	1972	8	5	24	63
		All	20	11	22	47
Total		1972	7	7	19	67
		All	23	15	18	44

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

TABLE 4. Percentage Distribution of Units Attempted by New Transfer Students in the Fall 1972 Term, by Age and Sex

Overview

Table 4 is similar to Table 3 but presents an analysis of the courseloads attempted by new transfer students rather than first-time freshmen. Comparisons are made of data in the two tables.

Questions and Answers for Table 4

4a. To what extent is the distribution of units attempted by transfer students similar to that of first-time students.

Answer: The percentage of first-time students enrolled for at least 12 units during the Fall 1972 term was almost twice that found for new transfer students, i.e., 44 vs 23 percent. At the same time, the percentage of transfer students enrolled for no more than three units was nearly twice that found for first-time students, or 42 vs 23 percent. Differences are due in large part to differences in the age distributions of the two groups. Since age was found to be related to units attempted by first-time students, differences between transfer and first-time students would be expected on the basis of age alone.

Differences in the enrollment patterns of young transfers vs first-time freshmen may also be noted which have implication for planning. Transfer students under 21 years of age appear to be much less likely than first-time students in the same age category to enroll on a full-time basis. However, in no age category does as many as half the new transfer students enroll full time. Several explanations might be offered for this phenomenon, which await validation in terms of actual programs of courses pursued.

4b. What is the relationship between age and units attempted by new transfer students?

Answer: Age is related to unit loads attempted by new transfer students, as was found to be true for first-time students. However, the relationship is not as strong because of the lesser numbers of transfer students enrolled full time.

4c. What percentage of the transfer students appear to be pursuing limited objectives at the college, to which their prior college experience may be unrelated? What percentage of the students are enrolled in full-time programs which appear to advance them toward degree or transfer objectives?

Answer: At least half and perhaps two-thirds of new students with prior college experience appear to be pursuing limited college objectives, based on the number of units for which they were enrolled in the Fall semester. Between one-fourth and one-third of the new transfer students were enrolled for courseloads which imply the pursuit of degree or transfer objectives. Up to one fourth may be exploring on a part-time basis the feasibility of pursuing an

objective requiring continuing attendance over several semesters. Speculation about long- vs short-term objectives must of course be validated by examination of the nature of the courses in which the students were enrolled.

4d. Do men and women in the transfer student group exhibit similar enrollment patterns?

Answer: Larger percentages of male transfer students than female enrolled for at least 12 units (27 vs 18%), while larger percentages of female students than male enrolled for 3 units or less. Enrollments for more than 3 but less than 12 units were very similar. Sex differences in the enrollment of transfer students by age may also be noted. Women appear to be in the majority in two significant age categories, namely, under 21 and over 35. Young women in the former group may be returning to their home communities to continue their education after an unsatisfactory experience at a college or university away from home. At the same time, mature women whose children are all in school (or who are divorced or widowed) also appear to be returning to postsecondary education after some interruption in their schooling.

4e. Is the variance among the colleges in transfer enrollment patterns as great as was found for first-time students?

Answer: Variance among the colleges is also large with respect to the percentages of transfer students enrolled for at least 12 and no more than 3 units. Several of the same colleges appear at the extremes of the distributions as appeared at extremes for first-time students. However, the overlap in colleges at the extremes of the several distributions was not total. Certain factors appear to be influencing the transfer student distributions which are less relevant to first-time freshmen. Lack of other opportunity locally for adult education for persons having completed a certain amount of college is one factor. Another is proximity to a State University campus, with the Community College serving as an intermediate institution, between the institution attended as a freshman and the State University from which a degree is sought.

Limitations of the Data

As has already been pointed out, the classification of transfer students is rather meaningless without information about the student's objectives in the Community College, his level of prior educational attainment, and his success or failure in the previous institution. Transfer students are a more heterogeneous group than first-time students, the extremes being young adults who commenced college elsewhere but earned no credit, and senior citizens holding degrees and seeking avocational or second career training. No distinctions could be made in the current analysis.

Comments on the Findings

The findings concerning the enrollment patterns of new transfer students permit few generalizations to be made. Comparatively few students appear to be in pursuit of associate or advanced degrees. However, if they performed

poorly in the last college attended, restrictions may have been placed on them with respect to the number of units they might attempt in the first term. Still others may be enrolled in one or two courses while awaiting admission to an occupational program with a surplus of applicants. Staff in the Community Colleges has observed (but not documented) that students who have completed lower division programs and sometimes degree programs in baccalaureate institutions are now enrolling in Community Colleges in order to obtain occupational training in fields where jobs are available. An attempt will be made to find out the extent to which this is occurring in the course of preparing the next report.

Subsequent analyses of data will also involve an evaluation of how well Community Colleges are assisting students who transfer because of academic difficulties. Little is known about the incidence of transfer and subsequent success in a baccalaureate program, compared with enrollment in a two-year occupational program leading to employment in an entry-level job.

Table 4A

Percentage Distribution of Units Attempted
by New Transfer Students in the
Fall 1972 Term, by Age and Sex
(In Percents)

Age	Sex	New Transfer Students		Units Attempted*			
		N	%	0 - 3	4 - 6	7 - 11	12 or more
18	M	132	2%	23%	13%	16%	48%
	W	161	3	13	13	25	50
	T	293	3	17	13	21	49
19-21	M	1,061	19	20	15	19	46
	W	1,149	23	26	16	20	38
	T	2,210	21	23	16	20	41
22-24	M	1,190	21	26	20	16	38
	W	872	18	44	23	17	16
	T	2,062	20	34	21	16	29
25-29	M	1,363	25	39	23	16	22
	W	1,002	20	54	22	14	10
	T	2,365	23	45	22	16	17
30-34	M	694	13	51	21	14	14
	W	625	13	56	20	10	14
	T	1,319	12	53	21	12	14
35+	M	1,109	20	60	21	10	9
	W	1,122	23	65	19	10	6
	T	2,231	21	62	20	10	8
Total	M	5,549	100	38	20	15	27
	W	4,931	100	47	20	15	18
	T	10,480	100	42	20	15	23

* Semester or quarter units for which students were enrolled on the Fall census date have been used in the tabulation.

Table 4B

Percentage Distribution of Units Attempted by New Transfer Students: Percentage Summary by College

Enrollment Type*	College Number	Units Attempted			
		0 - 3	4 - 6	7 - 11	12 or More
A	1	45%	24%	11%	20%
	2	48	24	13	15
	3	43	26	12	19
	4	45	20	13	22
	5	28	20	19	33
	6	36	21	17	26
	7	41	27	18	14
	8	39	22	21	18
B	9	45	7	19	29
	10	38	19	19	24
	11	72	13	10	5
	12	43	26	13	18
	13	24	25	22	29
	14	48	24	13	15
	15	30	23	17	30
	16	51	20	13	16
	17	59	5	17	19
	18	66	9	8	17
	19	43	24	11	22
	20	49	21	14	16
C	21	57	17	13	13

Table 4B (Continued)

Enrollment Type*	College Number	Units Attempted			
		0 - 3	4 - 6	7 - 11	12 or More
C	22	37%	19%	15%	29%
	23	24	19	13	44
	24	35	31	23	11
	25	7	7	23	63
	26	53	19	9	19
	27	31	19	19	31
	28	28	14	20	38
	29	49	21	12	18
Total	--	42	20	15	23

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

TABLE 5. Percentage Distribution of Ages of New Students Admitted as High School Graduates, High School Dropouts, and Transfer Students, by Sex

Overview

The ages of the several types of new students are displayed in Table 5. Comparisons are made of the ages of men and women in the different groups. Table 5 differs from earlier tables in which age is analyzed in that the range in ages of students over 30 is made explicit.

Questions and Answers for Table 5

5a. What percentages of first-time and transfer students in Community Colleges are in the 18 to 24 year-old college age category?

Answer: Approximately three-fourths of the high school graduates admitted as first-time freshmen, about half of the high school dropouts, and 45 percent of the new transfer students were between the ages of 17 and 24 when admitted to the Community Colleges for the Fall 1972 term.

Less than one-third were 18 years or under, from which we may conclude that many had some type of work, military, or other experience between high school and college. Reasons for delaying college attendance are not clear, particularly since males were still subject to draft into the armed services at that time.

5b. Are the Community Colleges now serving a significant number of senior citizens, that is, new students at least 55 years of age?

Answer: Community Colleges were serving an extremely small number of senior citizens in credit classes in the Fall of 1972. It is possible that students in this age category were enrolled primarily in non-credit and community service classes. However, the colleges reported to us that most students were requesting credit for adult classes, where this option was available, and that they were no longer engaging in non-credit adult education. If this is the case, then the Community Colleges appear to be under-enrolling senior citizens who might profit from a variety of avocational and personal development courses. The finding of fewer than 600 senior citizens among the more than 30,000 new students in the sample of colleges participating in the study is not indicative of service to this age group.

5c. Is the age distribution of high school dropouts admitted as first-time freshmen essentially the same as that of high school graduates?

Answer: Although other studies show that high school dropouts enrolled in Community Colleges do not differ significantly from high school graduates with respect to most characteristics, the present analysis shows quite clearly that the high school dropouts are on the average several years older than first-time students. Although California law permits the Community Colleges to admit high school dropouts as regular students at age 18, relatively few are admitted at that age. There

is no evidence that young dropouts are denied permission to enroll, however. It is quite possible that some process of self-selection takes place among the younger dropouts. High school dropouts are represented in the full distribution of ages of new students at Community Colleges, with no particular grouping in any age category. Subsequent analysis of data will show the kinds of programs in which students are enrolled, together with their level of performance and persistence.

5d. How similar are the age distributions of first-time and transfer students?

Answer: New transfer students are on the average several years older than first-time freshmen in Community Colleges. Nearly half the first-time students who were admitted as high school graduates were 18 years or under. However, the transfer students were usually at least 19 years of age, and two-thirds were between the ages of 19 and 29. Thus the average transfer student is older than the first-time student when he enrolls in a Community College, although most are under 30 years of age. The volume of students who leave a senior institution while in the lower division is not known with any degree of precision. However, it appears that the Community College has an excellent opportunity available to develop special services for these young people who have not yet been able to meet the demands of the institutions in which they were first enrolled.

5e. Are differences in the age distributions of men and women significant?

Answer: The age distributions of new male and female students in the Community Colleges do not appear to differ significantly for planning purposes. Differences may be found in various parts of the age distribution, e.g., larger percentages of women 21 years of age and under among those with some prior college education, but they are not large.

Limitations of the Data

No information is now available at the State level about community service programs which undoubtedly attract large numbers of older participants.

Comments on the Findings

While the variance in the ages of new Community College students is quite wide, it should be noted that considering all student sources 63 percent of the students range from 17 to 24 years of age. It should also be noted that the 17 to 24 age group in terms of college workload or program demands represents an even larger percentage because of their propensity to enroll for a greater number of units than other age groups.

The age distribution of students who persist beyond the first semester and year will be of considerable interest. It might be hypothesized that the percentage of younger students will be larger in the group which persists, on the assumption that older students are pursuing short-term objectives which are achieved in one or two terms. In order to find out what is actually taking place, it will be necessary to develop a more adequate taxonomy of objectives than now exists, and to assess persistence in terms of how long the typical student must persist in order to achieve these objectives.

Table 5A

Percentage Distribution of Ages of New Students Admitted as High School Graduates, High School Dropouts, and Transfer Students, by Sex

Age	Sex	Total		Admissions Status		
		N	%	High School Graduate	High School Dropout	Transfer Student
18 & under	M	4,597	28%	44%	13%	2%
	F	4,536	31	47	16	3
19-21	M	3,361	21	21	22	19
	F	2,859	20	18	15	24
22-24	M	2,376	15	11	16	21
	F	1,592	11	7	12	18
25-29	M	2,398	15	9	16	25
	F	1,826	12	8	17	20
30-34	M	1,259	8	5	11	12
	F	1,165	8	6	9	12
35-44	M	1,327	8	5	13	12
	F	1,451	10	8	17	13
45-54	M	699	4	3	7	6
	F	825	6	4	10	8
55-64	M	220	1	1	2	2
	F	235	2	1	3	2
65 & over	M	43	<1	<1	<1	<1
	F	45	<1	<1	1	<1
Total	M	16,280	53	59	9	32
	F	14,534	47	62	7	31
	T	30,814	100	60	8	32

Table 5B

Percentages of New Students Who Are 18 years of Age or Under and 30 Years or Older, by Categories of High School Graduate, High School Dropout, and Transfer Student

Enrollment Type*	College Number	Age of Student	Percent of Total	Admissions Status		
				High School Graduate	High School Dropout	Transfer Student
A	1	18-	23%	30%	7%	1%
		30+	20	13	48	39
		Total	100	72	7	21
	2	18-	27	41	10	2
		30+	17	14	21	22
		Total	100	61	11	28
	3	18-	36	55	10	<1
		30+	21	11	40	37
		Total	100	63	4	33
	4	18-	38	54	15	2
		30+	21	15	36	35
		Total	100	68	4	28
	5	18-	30	46	12	4
		30+	17	14	30	24
		Total	100	61	6	33
	6	18-	42	59	34	4
		30+	21	15	21	36
		Total	100	68	4	28
	7	18-	40	60	24	3
		30+	18	10	35	30
		Total	100	61	9	30
	8	18-	35	54	6	2
		30+	25	34	40	39
		Total	100	63	6	31
B	9	18-	25	49	33	4
		30+	22	17	19	27
		Total	100	37	16	47
	10	18-	16	30	22	3
		30+	24	16	30	27
		Total	100	34	18	48

Table 5B (Continued)

Enrollment Type*	College Number	Age of Student	Percent of Total	Admissions Status		
				High School Graduate	High School Dropout	Transfer Student
B	11	18-	16%	32%	0%	1%
		30+	36	26	57	44
		Total	100	50	9	41
	12	18-	40	59	12	4
		30+	19	11	36	33
		Total	100	64	8	28
	13	18-	13	21	0	2
		30+	22	22	60	23
		Total	100	57	1	42
	14	18-	28	42	14	5
		30+	30	38	39	39
		Total	100	60	11	29
	15	18-	38	58	8	3
		30+	20	13	38	28
		Total	100	64	3	33
	16	18-	30	51	22	4
		30+	24	15	31	38
		Total	100	51	7	42
	17	18-	18	33	16	2
		30+	34	26	39	39
		Total	100	45	15	40
	18	18-	38	51	6	2
		30+	23	13	49	51
		Total	100	74	8	18
	19	18-	29	46	0	3
		30+	27	20	50	37
		Total	100	62	4	34
	20	18-	27	40	25	3
		30+	25	25	38	26
		Total	100	62	5	33
C	21	18-	35	49	9	3
		30+	25	15	43	51
		Total	100	68	12	20

Table 5B (Continued)

Enrollment Type*	College Number	Age of Student	Percent of Total	Admissions Status		
				High School Graduate	High School Graduate	Transfer Student
C	22**	18-	64%	70%	59%	7%
		30+	6	4	6	27
		Total	100	83	9	8
	23	18-	43	62	0	6
		30+	15	11	0	24
		Total	100	67	<1	32
	24	18-	29	58	9	2
		30+	13	8	18	16
		Total	100	48	4	48
	25	18-	40	48	34	4
		30+	17	14	23	29
		Total	100	77	7	16
	26	18-	59	71	12	11
		30+	6	5	25	13
		Total	100	81	1	18
	27	18-	24	37	8	2
		30+	35	25	53	50
		Total	100	60	10	30
	28	18-	33	59	34	6
		30+	16	12	17	20
		Total	100	48	8	44
	29	18-	31	48	39	2
		30+	18	13	29	23
		Total	100	58	6	36
Total	--	18-	29	45	14	2
		30+	24	17	37	34
		Total	100	60	8	32

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

** Ages are not available for students enrolled in evening classes.

TABLE 6. Percentage Distribution of Units Attempted by First-Time Freshmen and New Transfer Students Enrolled in Day and Evening Programs in the Fall 1972 Term

Overview

The distribution of students between day and evening programs is shown in several ways in Table 6. Data are presented for both first-time and transfer students and include numbers of units attempted by students in different categories.

Questions and Answers for Table 6

6a. What was the distribution of students between predominantly day and evening programs in the Fall 1972 term? Does the distribution differ significantly for first-time and transfer students?

Answer: More than 60 percent of the new students enrolled for credit in the Fall 1972 term had all or most of their classes before 4:30 p.m., with nearly 40 percent enrolled primarily in evening classes after 4:30 p.m. (62 vs 38%). Among first-time students, there were 2.2 students enrolled in day classes for each student enrolled primarily in evening classes. However, there were slightly more transfer students enrolled in evening than in day classes.

The total sample of new students in Fall 1972 was thus distributed as follows: 48 percent were first-time students in day classes; 22 percent in evening classes; 14 percent were new transfer students in day classes; 16 percent in evening classes.

6b. What is the relationship between number of units attempted and enrollment in day vs evening classes?

Answer: There is a high correlation between number of units attempted and enrollment in day vs evening classes, with a majority of the day students enrolled full time, and a majority of the evening students enrolled for only one course. The relationship is similar for first-time and transfer students, although the percentages of transfer students enrolled full time is smaller than that of first-time students.

Eighty-four percent of the evening students are enrolled for no more than six units (usually two classes), and only four percent are attempting full-time study, usually by adding one or two day classes to their schedule. Ten percent of the day students were enrolled for one class and about 20 percent were enrolled for no more than six units on the census date. If registrations at the beginning of the term had been analyzed, rather than census date enrollments, the percentages enrolled for more than six units would probably have been higher.

6c. Are there significant differences between men and women in their preference for day vs evening classes?

Answer: Men and women do not differ with respect to their overall enrollment in day vs evening classes, in either the first-time or

transfer student group. However, when distributions are examined in terms of units attempted by men and women in day vs evening classes, differences become more apparent. Women enrolled in evening classes were much more likely than men to be taking only one course. Similarly, women with prior college experience were more likely than men to be taking a single course during the day, probably because of their greater availability for daytime classes. However, the percentage of full-time women transfer students in day classes was significantly less than the percentage of full-time transfer men enrolled at the same time.

6d. What is the magnitude of variance among the colleges in percentage of day vs evening enrollments?

Answer: As might be expected, there are significant differences among the colleges in the percentage of their students enrolled in day and evening programs, among first-time and transfer students. With a statewide percentage of 62 for day enrollments, the range in percentages was from 41 to 82. The college with the highest percentage conducts a strong noncredit adult education program which appears to have the affect of reducing the evening enrollment in credit classes. The range in percentages of enrollment of transfer students in day programs is also interesting. With a statewide statistic of 14 percent, the range is from 4 to 29 percent, with samples from four colleges showing more than 25 percent of the new students to be transfers in day programs. Two of these four colleges showed comparatively low enrollments of first-time day students. Differences in the day-evening distributions of students reflect differences among colleges in both the type of program offered adults in the evening, and the volume of full-time freshmen in the new student enrollments.

Limitations of the Data

The decision was made to classify students as day or evening on the basis of the major portion of their work taken at either time. This method of classification differs from the definition used in State reports, in which students are classified as day if as much as one unit of his total program is scheduled before 4:30 p.m. The rationale for using a different definition in this report rests on the grounds that persistence and performance data are more likely to be related to day vs evening enrollments as defined in this report.

A second departure from definitions used in reports to the State involves students enrolled in ungraded evening classes who are receiving college credit for such classes. Such students are included in the samples selected for longitudinal study, although they are excluded from credit enrollments reported to the State.

Comments on the Findings

The samples undoubtedly include a large proportion of part-time evening students who enrolled in the Fall 1972 term with no expectation of continuing beyond one term. In some instances the original sample size was increased because of the preponderance of such students in the pool from which the sample was selected. Without such increases in size, it was feared that too few students would persist beyond the first term to permit a good follow-up study to be made.

The finding that more than one-third of the Community College students are enrolled primarily in evening classes should not be equated with one-third of the instructional workload, since the average number of units attempted by day and evening students differs significantly. The day enrollment which represented 62 percent of the new student body accounted for about 80 percent of the instructional workload in the Fall 1972 term, while the 38 percent of the new students attending class after 4:30 accounted for no more than 20 percent of the total units attempted.

Table 6A

Percentage Distribution of Units Attempted by First-Time Freshmen and New Transfer Students Enrolled in Day and Evening Programs in the Fall 1972 Term*

Units Attempted	Day			Evening			Total		
	First-Time	Transfer	Total	First-Time	Transfer	Total	First-Time	Transfer	Total
0 - 3	9%	16%	10%	53%	58%	55%	22%	39%	27%
4 - 6	9	14	11	30	27	29	16	21	18
7 - 11	20	21	20	13	11	12	18	15	17
12 or more	62	49	59	4	4	4	44	25	38
Total N	12,892	3,606	16,498	5,738	4,291	10,029	18,630	7,897	26,527
%	48%	14%	62%	22%	16%	38%	70%	30%	100%

* Students are classified as "day" or "evening" on the basis of the time of day, i.e., before or after 4:30 p.m., during which they are enrolled for the major portion of their coursework.

Table 6B

Enrollment of First-Time Freshmen and New Transfer Students in Day and Evening Programs, Together With Percentages Enrolled for No More Than Three Units: Percentage Summary by College

Enrollment Type*	College Number	Group	Day			Evening		
			First-Time	Transfer	Total	First-Time	Transfer	Total
A	1	Total	58%	7%	65%	21%	14%	35%
		1-3 Units	12	15	13	61	60	61
	2	Total	56	15	71	15	14	29
		1-3 Units	2	4	3	67	67	67
	3	Total	50	4	54	7	39	46
		1-3 Units	11	19	11	41	51	42
	4	Total	53	14	67	16	17	33
		1-3 Units	7	22	10	61	61	61
	5	Total	58	14	72	13	15	28
		1-3 Units	11	22	13	55	65	61
	6	Total	32	9	41	36	23	59
		1-3 Units	10	8	10	48	52	49
	7	Total	51	19	70	16	14	30
		1-3 Units	5	11	7	51	50	51
	8	Total	51	12	63	21	16	37
		1-3 Units	4	7	5	56	59	58
B	9	Total	40	27	67	13	20	33
		1-3 Units	10	20	14	68	78	75
	10	Total	35	28	63	17	20	37
		1-3 Units	13	23	17	52	58	55

Table 6B (Continued)

Enrollment Type*	College Number	Group	Day			Evening		
			First-Time	Transfer	Total	First-Time	Transfer	Total
B	11	Total	50%	10%	60%	22%	18%	40%
		1-3 Units	4	23	7	42	54	48
	12	Total	35	14	49	27	24	51
		1-3 Units	4	6	4	32	35	33
	13	Total	43	7	50	30	20	50
		1-3 Units	13	17	14	59	62	60
	14	Total	53	17	70	14	16	30
		1-3 Units	8	16	9	42	45	44
	15	Total	55	7	62	27	11	38
		1-3 Units	15	25	16	63	77	67
	16	Total	45	13	58	21	21	42
		1-3 Units	10	28	14	49	51	50
	17	Total	36	13	49	33	18	51
		1-3 Units	11	19	13	59	69	62
C	18	Total	50	6	56	30	14	44
		1-3 Units	10	37	13	52	67	56
	19	Total	75	6	81	19	<1	19
		1-3 Units	8	7	7	45	100	45
	20	Total	59	23	82	8	10	18
		1-3 Units	7	23	12	92	69	79

Table 6B (Continued)

Enrollment Type*	College Number	Group	Day			Evening		
			First-Time	Transfer	Total	First-Time	Transfer	Total
C	21	Total	45%	29%	74%	9%	17%	26%
		1-3 Units	4	7	5	50	51	50
	22	Total	58	7	65	27	8	35
		1-3 Units	24	25	24	73	67	72
	23	Total	47	28	75	9	16	25
		1-3 Units	12	13	13	56	64	61
Total	--	Total	48	14	62	22	16	38
		1-3 Units	9	16	10	53	58	55

* Type A includes colleges with total sample sizes of about 1,500 or larger; Type B, from 750 to about 1,500; and Type C, less than 750. Colleges appear within enrollment type in random order. Numbers assigned to colleges do not necessarily correspond from table to table.

TABLE 7. Description of Married Students Enrolling for the First Time in the Fall 1972 Term, in Terms of Age and Units Attempted, by Sex

Overview

Married students in the Community Colleges are described in Table 7. Comparisons are made with single students on the dimension of courseloads attempted.

Questions and Answers for Table 7

7a. What does the married student population look like in the Community Colleges, as represented by the new students in the Fall 1972 term? Can a typical married student be identified in the characteristics data?

Answer: Married and formerly married students constituted about 39 percent of the pooled samples of new students in the 25 Community Colleges which have supplied data on marital status. Fifty-two percent of the married students were women (or 30 percent of all new women students); 48 percent were men (or 27 percent of all new male students). Nearly half the married students are over 30 years of age, and only 7 percent are under 21. The typical married student is thus over 30 years of age and enrolled for only one course in the Fall term. About 15 percent of the married student groups were formerly but not currently married. The percentage of women in this category was twice that of men.

7b. Are differences between men and women discernible in the married student population, which have implications for college planners?

Answer: Married women in the new student group were somewhat more numerous than men among students under 21 and over 30 years of age. They also differed from men insofar as they were more likely to enroll in only one course, and less likely to enroll on a full-time basis. These differences were observed for formerly married students, as well as those currently married. The differences, while numerically rather small, appear to be significant in relation to educational planning and counseling. Fifty percent of the married male students are between the ages of 21 and 30 and a substantial proportion are enrolled for several courses.

7c. Do the distributions of units attempted by married and single students differ significantly? If so, to what extent are such differences attributable to differences in age?

Answer: Married students enroll for substantially fewer units per term than single students. Although they constituted 39 percent of the new student body, they accounted for no more than 25 percent of the instructional workload in Fall 1972. However, much of the difference between married and single students in units attempted can be accounted for by differences in age. Over half the total group of new students were 21 years of age or under in Fall 1972, compared with about 12 percent of the married student group. Since age is highly related to number of units attempted, it is not surprising to find that married students attempted fewer units than single students.

7d. Are substantial numbers of formerly married students enrolled in Community Colleges, that is, students who are divorced, widowed, or separated?

Answer: The colleges appear to be attracting substantial numbers of formerly married students, particularly women. The latter may have special needs for financial aid, day care for children, and programs to acquire skills for immediate employment. Not to be overlooked, however, is the substantial group of formerly married students enrolling for only one or two courses, who may be seeking avocational or social skills.

Limitations of the Data

Community Colleges ask few questions concerning the personal characteristics of their students, on the grounds that such information is not needed. Some make no inquiry about marital status, except as it affects the determination of residency status of students under 21 years of age. Others inquire about marital status in such a way as to obtain a yes or no answer. None of the colleges in the study sought information about dependent children as part of their admissions procedures.

Comments on the Findings

The colleges have tended to view marital status as a low priority item in data collection for purposes of planning educational programs and services. There is some evidence that the enrollment of older, married students is increasing in the Community Colleges. Little is known about the need of such students for financial aid in order to pursue more than one course per semester. It appears that colleges may wish to find out more about their students in the future in order to improve planning to meet the special needs of sub-populations.

In any case, marital status may be related to persistence in Community College programs and an effort has been made to obtain this information.

Table 7A

Description of Married Students Enrolling for the First Time in the Fall 1972 Term, in Terms of Age and Units Attempted, by Sex (In Percents)

Age at Admission	Sex	Total		Units Attempted			
		N	%	0 - 3	4 - 6	7 - 11	12 or More
18	M	33	1%	<1%	<1%	<1%	1%
	W	92	2	<1	<1	<1	1
	T	125	2	<1	<1	<1	<1
19	M	57	1	<1	<1	<1	1
	W	140	2	1	1	<1	1
	T	197	2	1	<1	<1	1
20	M	89	2	1	1	<1	<1
	W	206	4	1	1	1	1
	T	295	3	1	1	1	1
21-25	M	1,262	27	7	6	5	9
	W	1,203	23	10	6	3	4
	T	2,465	25	9	6	4	6
26-30	M	1,087	23	9	5	4	5
	W	1,025	20	9	5	3	2
	T	2,112	21	10	5	3	3
31 & over	M	2,222	47	24	10	7	6
	W	2,553	49	30	10	5	4
	T	4,775	48	27	10	6	5
Total Married	M	4,750	100	41	22	16	21
	W	5,219	100	53	22	13	12
	T	9,969	100	46	22	14	17
Total Single	M	12,796	100	24	15	18	43
	W	12,096	100	33	16	17	34
	T	24,892	100	28	16	17	39

TABLE 8A. Percentage Distribution of New Students from Various Racial and Ethnic Minorities, by Age and Sex

8B. Comparison of Students with Minority Racial-Ethnic Identification with Other New Students, by Age, Sex, and First-time vs. Transfer Student Admissions Status

Overview

This set of tables is concerned with the distribution of ethnic minorities within the Community Colleges by their age groupings and sex. A further comparison is made between minority students and other students in relation to their admission status and age.

Questions and Answers for Table 8

8a. How can new students from various racial and ethnic minorities in Community Colleges be characterized? Can a typical minority student be identified in the pooled data from the sample of colleges?

Answer: The minority student population enrolled in Community Colleges for the first time in the Fall 1972 term appears to be heterogeneous with respect to the age of the students, their sex, and their distribution among the several major ethnic-racial groups. There does not appear to be a typical minority student in the sense that students of a particular age, sex, and/or minority group dominate. The relatively large percentage of Black and Spanish-surnamed students appears reasonable, compared with the pooled samples of Orientals and other minorities.

8b. Are differences between minority groups significant with respect to percentages of men and women and age distributions?

Answer: The several minority groups are quite similar in their ratios of men and women in the samples. Furthermore, the percentages of men and women are nearly equal in most of the categories of age for each minority group. In fact, Table 8A showing the percentage distribution of new students across age, sex, and ethnic-minority group is distinguished by the absence of significant differences.

8c. What is the percentage representation of minority students in the total sample of new students to be studied? Is the ratio of first-time to transfer student similar for minority and other students?

Answer: Minority students constitute 24 percent of the sample of new students in the follow-up study. The 24 percent may be a conservative estimate of the true percentage of minorities in the sample since students are reported to be reluctant on some campuses to make this declaration.

The ratio of first-time to transfer students differs for minorities and other student groups in the expected direction. Among minority

students, three first-time students were enrolled in the Fall 1972 term for each new transfer student, compared with 2.2 first-time students for each new transfer among the other students. Several factors may account for the difference. First, there may be fewer adults among the minorities with prior college experience who are seeking the kind of continuing education program which Community Colleges are offering to their majority constituency. Furthermore, there appear to be fewer reverse transfers among the minority students, that is, students who commence their education in a senior college and continue in a Community College.

8d. Are differences between minority and other student groups significant with respect to age and sex?

Answer: The ratios of men to women are quite similar in the minority and other student groups, with a slightly higher percentage of men in the minority group than was found for other students. The distribution of men and women by ages in the minority vs other student groups are also remarkably similar. There are proportionately more minority group students in the 19 to 21 age category, and fewer in the group over 30, but the differences do not appear to be significant. They may be accounted for by the finding of fewer transfer students in the new minority student group, who tend to be older than first-time students. We may conclude that the minority students in the samples to be studied do not differ significantly from the other students in the sample with respect to age and sex.

Limitations of the Data

Research coordinators and others in the participating colleges advised against use of self-declared identification with a minority vs other group in the study, on the grounds that many students either refused to identify themselves to the college in this regard or falsified their racial-ethnic classification. The decision was made to use the available data, with caution, in order to obtain necessary information about the persistence of minority students in occupational programs in particular, and their performance in other regards. Assurances have been given the participating colleges concerning our intent to protect the confidentiality of the data they have provided.

Comments on the Findings

A sufficiently large and diverse sample of minority students has been obtained to permit the conduct of a good follow-up study of this sub-population of students, using the same procedures to be employed for other students. No special analyses are planned for the minority groups but comparisons will be made at critical points in the study with other students. In addition to the special attention to be given to occupational education, participation of minority students in part-time, adult, and continuing education will be explored in some depth.

Table 8A

Percentage Distribution of New Students From Various Racial and Ethnic Minorities, by Age and Sex

Age	Sex	Total		Minority Groups*				
		N	%	Black	Spanish-Surnamed	Oriental	American Indian	Other
18 & Under	M	1,011	26%	4%	5%	3%	<1%	2%
	W	973	30	4	5	2	<1	2
19-21	M	876	23	4	4	2	<1	2
	W	737	23	4	3	1	<1	2
22-24	M	553	14	3	3	1	<1	1
	W	378	11	2	1	1	<1	1
25-29	M	622	16	4	3	1	<1	1
	W	421	13	3	2	1	<1	1
30-44	M	654	17	4	2	1	<1	2
	W	566	17	4	2	1	<1	1
45-64	M	134	3	1	<1	<1	<1	<1
	W	163	5	1	<1	<1	<1	<1
65 & Over	M	8	<1	<1	<1	0	0	<1
	W	6	<1	<1	<1	0	0	<1
Total	M	3,858	54	20	18	8	2	8
	W	3,244	46	19	14	6	2	7
	T	7,102	100	39	32	14	4	15

* Percentages sum to 100 for the total table.

Table 8B

Comparison of Students With Minority Racial-Ethnic Identification With Other New Students, by Age, Sex, and First-Time vs. Transfer Student Admissions Status*

Age	Sex	Minority Students				Other Students			
		Total N	First-Time %	Transfer %	Total %	Total N	First-Time %	Transfer %	Total %
18 & Under	M	1,011	11%	<1%	11%	3,684	38%	1%	39%
	W	973	10	<1	10	3,757	39	1	40
19-21	M	876	12	3	15	2,378	27	13	40
	W	737	9	3	12	1,972	19	14	33
22-24	M	553	9	5	14	1,709	22	23	45
	W	378	6	4	10	1,169	14	17	31
25-29	M	622	10	6	16	1,638	19	24	43
	W	421	7	4	11	1,165	14	16	30
30-44	M	654	8	5	13	1,799	17	19	36
	W	566	7	4	11	1,975	22	18	40
45 & Over	M	142	5	3	8	695	20	18	38
	W	169	6	3	9	843	26	19	45
Total	M	3,858	10	3	13	11,903	27	13	40
	W	3,244	8	3	11	10,881	25	11	36
	T	7,102	18	6	24	22,784	52	24	76

* Percentages sum to 100 for each category for the combined samples of minority and other students.

III. SUMMARY AND PROSPECTUS

Report 2 demonstrates the extreme diversity of the new students who enrolled in the California Community Colleges in the Fall of 1972. One-third of the group graduated from high school that same year, usually from a high school in the college district, but two-thirds were distributed over a wide range of ages, amounts of prior college experience, geographic origins, and course-loads attempted. The diversity in their objectives and programs may be only inferred from the observed diversity in their personal characteristics. Variation in length of attendance and rates of persistence in the Community Colleges will surely be related to this diversity in objectives and programs and, indirectly, to the personal characteristics of the students.

The multitude of functions performed by the Community Colleges is also reflected in the diversity of the student body. Full-time programs of occupational education, general education, and transfer courses meet the needs of only a minority of the students now enrolling. Short-term occupational programs and part-time, one-term enrollments in specific skill courses appear to be satisfying the needs of still another large group of students. The other major category of students includes adults of all ages who are pursuing a variety of short-term objectives not necessarily directly related to their employment.

The next report will present an analysis of the types of programs and courses in which the students were enrolled their first term, in relation to the unit loads they were attempting, and their declared intentions with respect to major, plans for transfer, and desire to obtain a degree or certificate, where such information is available. A report will also be prepared on rates of persistence through the first year. The analysis will include rates of withdrawal from all classes during each term, termination of enrollment at the end of the fall and winter terms, and reenrollment of students who withdraw or terminate at various times during the year. An attempt will be made in this report to compare characteristics of students who persist with those who terminate their enrollment after completing various amounts of work. The third report which is projected in the current series will be a first attempt to analyze student performance. Grades, scholarship standing, and ratios of units attempted to units completed and credit earned will all be used in the analysis. A second progress report will be made to the Legislature in January 1974.

Appendix A

California Community Colleges Participating in the Study, Together With Sizes of Samples and Inclusion in Tables in Report 2

Community College	Size of Sample			Inclusion in Tables							
	Total Freshmen	Total Transfer	Sample Total	1	2	3	4	5	6	7	8
American River	1,527	592	2,119	X	X	X	X	X	X	X	X
Bakersfield	877	193	1,070	X	X	X	X	X	X	X	X
Butte	322	176	498	X	X	X	X	X		X	
Cabrillo	277	208	485	X	X	X	X	X	X	X	X
Diablo Valley	1,094	417	1,511	X	X	X	X	X	X	X	X
El Camino	1,390	576	1,966	X	X	X	X	X			X
Fresno City	865	333	1,198	X	X	X	X	X	X	X	X
Glendale	467	82	549	X	X	X	X	X	X		X
Golden West	794	478	1,272	X	X	X	X	X			
Grossmont	836	411	1,247	X	X	X	X	X	X	X	X
Laney	517	483	1,000	X	X	X	X	X	X	X	X
Los Angeles City	1,337	164	1,5011	X	X	X	X	X	X	X	X
Los Angeles Trade-Tech.	984	493	1,477	X	X	X	X	X	X	X	X
Marin	447	222	669	X		X	X	X	X		X
Merritt	398	352	750	X	X	X	X	X	X	X	X
Monterey Peninsula	711	313	1,024	X	X	X	X	X	X	X	X
Moorpark	414	257	671	X	X	X	X	X	X	X	

Appendix A (Continued)

Community College	Size of Sample			Inclusion in Tables							
	Total Freshmen	Total Transfer	Sample Total	1	2	3	4	5	6	7	8
Mt. San Antonio	1,207	316	1,523	X		X	X	X	X	X	X
Mt. San Jacinto	344	144	488	X	X	X	X	X		X	X
Napa	844	490	1,334	X	X	X	X	X		X	X
Pasadena City	1,079	491	1,570	X	X	X	X	X	X	X	X
Porterville	311	78	389	X	X	X	X	X	X	X	X
Sacramento City	1,109	549	1,658	X	X	X	X	X	X	X	
San Bernardino Valley	1,011	389	1,400	X	X	X	X	X	X	X	X
San Diego City	729	429	1,158	X	X	X	X	X	X		
City College of San Francisco	1,574	596	2,170	X	X	X	X	X	X		X
Santa Ana	806	577	1,383	X	X	X	X	X		X	X
Santa Barbara City	310	272	582	X	X	X	X	X	X	X	X
Shasta	491	107	598	X	X	X	X	X		X	X
Southwestern	561	289	850	X		X	X	X	X	X	X
Taft	231	15	246	X	X	X	X	X	X	X	X
West Valley	1,023	457	1,480	X	X	X	X	X		X	X
Total	24,887	10,949	35,836								

Appendix B

Campus Coordinators to the Flow and Persistence
Study of Community College Students
1972-73

AMERICAN RIVER COLLEGE
Mrs. Lorine Aughinbaugh
Coordinator of Research

BAKERSFIELD COLLEGE
Mr. Lanning L. Flint
Director of Research

BUTTE COLLEGE*
Mr. Barry Curran
Dean of Students

CABRILLO COLLEGE*
Dr. Elliott Mozee
Counseling Division

DIABLO VALLEY COLLEGE
Mr. William Preston
Director of Research

EL CAMINO COLLEGE
Dr. Jerry Garlock
Coordinator of Institutional Research

FRESNO CITY COLLEGE
Mr. Merle M. Martin
Dean of Students

GLENDALE COLLEGE
Mr. John Davitt
Dean of Student Personnel

GOLDEN WEST COLLEGE*
Dr. Dale A. Miller
Dean of College Affairs

GROSSMONT COLLEGE
Dr. Edward Krehbiel
Research Director

LANEY COLLEGE
Dr. Peter Selo
Director, Research & Development

LOS ANGELES CITY COLLEGE
Dr. Ben Gold
Director of Research

LOS ANGELES TRADE-TECHNICAL COLLEGE
Mr. Charles Davis
Coordinator, College Research & Development

COLLEGE OF MARIN
Mr. Irwin P. Diamond
Dean of Students

MERRITT COLLEGE
Mr. Wilfred Desrosiers, Jr.
Dean, Student Personnel Services

MONTEREY PENINSULA COLLEGE
Dr. Jack Bessire
Dean of Student Personnel

MOORPARK COLLEGE
Mr. James Moore
Dean of Students for Admissions & Records

MT. SAN ANTONIO COLLEGE
Mr. Max Bell
Deputy Superintendent

MT. SAN JACINTO COLLEGE
Dr. Mildred Hight
Dean, Student Personnel

NAPA COLLEGE*
Mrs. Virginia Murdoff
Dean of Students

PASADENA CITY COLLEGE
Dr. Bruce Conklin
Dean, Institutional Research

PORTERVILLE COLLEGE
Mr. Paul R. Kercher
Vice President, Dean of Students

SACRAMENTO CITY COLLEGE
Mr. Elbert L. Kinnebrew
Assistant Dean, Research & Development

SAN BERNARDINO VALLEY COLLEGE
Mr. Sylvester Patrick
Director of Admissions

SAN DIEGO CITY COLLEGE
Dr. John Hatalsan
Assistant Superintendent of Operations

CITY COLLEGE OF SAN FRANCISCO
Dr. Thomas F. Humiston
Associate Dean of Guidance Services

SANTA ANA COLLEGE
Dr. Thomas Wright
Director of Research

SANTA BARBARA CITY COLLEGE*
Dr. Thomas MacMillan
Dean for Admissions, Guidance,
& Research

SHASTA COLLEGE
Mr. Walter Brooks
Research Coordinator

SOUTHWESTERN COLLEGE
Dr. Kevin Galvin
Coordinator of Research

TAFT COLLEGE
Dr. Kenneth Marr
Dean of Instruction

WEST VALLEY COLLEGE
Dr. Warren W. Sorenson
Assistant Superintendent, Instruction

In addition to college coordinators listed above, the following persons worked with project staff at the Coordinating Council in providing the student data needed in the study: Los Rios Community College District, Leo Day; Butte College, Romeo Morin; State Center Community College District, Howard Kane; Los Angeles Community College District, James Grivich; Peralta Community College District, Scott Baldwin; San Diego Community College District, Kenneth Magers; and City College of San Francisco, E. Lance Rogers.

* New campus coordinators have been named at these colleges.

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 31 1974

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION